

Wyoming Department of Education Common Education Data Standards (CEDS) Adoption Policy Recommendation

The Data Governance Office recommends that the Wyoming Department of Education (WDE) accept the Common Education Data Standards (CEDS) data definitions, terminology, relationships, and code sets for a core subset of data elements commonly used by and among state, district, and postsecondary institution student information systems

Mapping CEDS data elements to Wyoming State K12 data shall be done at the direction of student, staff, fiscal and directory data owners with the collaboration of data stewards. The goal is to move from level 2 to 3 adoption of CEDS as outlined below.

- Any time an alignment is determined to be “Related only at a concept level, with differences in the intent” with the CEDS model that difference shall be documented and communicated via the comments options on the CEDS website.

Mapping work shall be done in spreadsheets with the intent to load into the Data Specs metadata tool.

- Data Governance Team and Data Improvement meetings shall be used to facilitate this effort.
- The Data Governance Coordinator will support this effort.

Mapping of CEDS data elements shall be done as resources are available.

- If funding from NCES or another source becomes available, WDE shall seek to utilize the funding to further the CEDS adoption effort.

When undertaking project work with data systems, mapping to CEDS shall be a work product.

When undertaking project work with data systems, any work that redefines or combines data elements shall attempt to align with CEDS data elements as closely as practicable.

In exploring the collection of any new data elements, every practicable effort shall be made to ensure that the definition of new elements aligns with CEDS.

Level of CEDS Adoption
Taken from CEDS presentation

http://nces.ed.gov/whatsnew/conferences/statsdc/2011/presentations/VI_E.pdf

Level 1 – Acknowledgement & Recognition: The organization has analyzed and acknowledges that the CEDS is vital to optimizing the ability for state/district/postsecondary institution student information systems to share, compare, and analyze these elements. However, there are legislative or other barriers that need to be overcome in order to make the formal decision to accept the data definitions, terminology, relationships, and code sets for a core subset of data elements.

Level 2 – Agreement and Acceptance: The organization has made a formal decision to accept the data definitions, terminology, relationships, and code sets for a core subset of data elements commonly used by and among state/district/postsecondary institution student information systems. This acceptance will be reflected by either adoption of or mapping to the CEDS. The subset of data elements will vary based on the data being shared, compared, and/or analyzed in Level 5.

Level 3 – Technically Documented: The organization has mapped to and can publish technical documents with metadata that includes, the data definitions, terminology and code sets for a core subset of data elements commonly used by states in their P-20 SLDSs. The subset of data elements will vary based on the data being shared, compared, and/or analyzed in Level 5.

Level 4 – Ready to Exchange: Has stored and/or has the capability to represent, the data definitions, terminology, relationships, and code sets for a core subset of data elements commonly used by state/district/postsecondary institution student information systems and enables these systems to share, compare, and analyze these elements.

Level 5 – Operational: The organization is operationally sharing, comparing, and analyzing data with at least one stakeholder partner using CEDS.